

GRADE 6 ACHIEVEMENT TEST
SOCIAL STUDIES

Part B: Written Response

INTRODUCTION

This book is made up of several sections. Each section contains questions that will test your knowledge of social studies and help you learn more about it.

INSTRUCTIONS

1. Please be sure that you have got your name and class written on the front of this book before you begin to do part B of the test.
2. Read the directions and answer the questions that appear in the book.
3. You must try to answer all the questions that are part of the test.
4. Use the time to think as you go.
5. Good luck!



CANADIANA

JUL 17 1989

GRADE 6 ACHIEVEMENT TEST

Social Studies Part B: Written Response

June 1989

Alberta
EDUCATION

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GRADE 6 ACHIEVEMENT TEST
SOCIAL STUDIES


Part B: Written Response

INTRODUCTION

This test is made up of several questions based on an issue that is presented on the next page. The information presented may not have been discussed in your class, but your knowledge of social studies will help you work out the answers.

INSTRUCTIONS

1. Please be sure that you have put your name and other information on the back of this booklet before you begin this part of the test.
2. Read the stories and answer the questions that appear in this booklet.
3. You have 50 minutes to complete this part of the test.
4. Use blue or black ink only.
5. Check your work when you are finished.

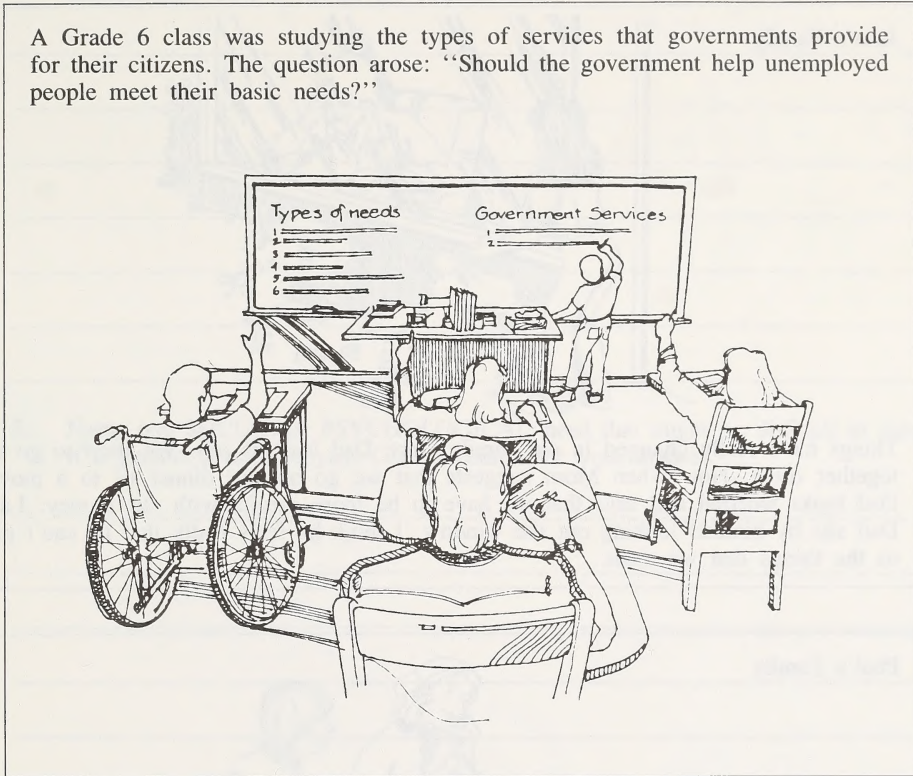


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Read the information below and answer question 1.

A Grade 6 class was studying the types of services that governments provide for their citizens. The question arose: "Should the government help unemployed people meet their basic needs?"



1. Governments help people who are unemployed. Name one specific action that your government has taken or a service that it has provided to help people who are unemployed.
- (2 marks)

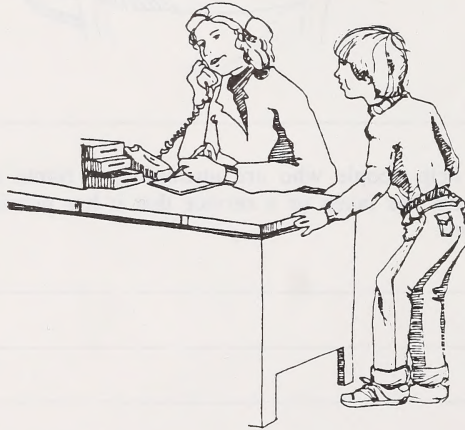
Read the stories below and then answer questions 2 to 4.

Jane's Family



Things have really changed in our family since Dad lost his job. We used to go out together often. Now when Mom suggests that we go out for dinner or to a movie, Dad looks worried and says that we have to be more careful with our money. Later Dad sits by himself looking out the window. I think he feels badly that he can't give us the things that we want.

Paul's Family



Mom is a journalist. I think she gets satisfaction from her work and feels proud when people read her articles. When I woke up this morning, she was already at her desk working. We had breakfast together. She said that journalists do very important work. I hope to be a journalist some day too.

2. Name one **PHYSICAL** need that might be difficult to meet if a person is unemployed. Give a reason for your answer.

(2 marks)

3. Name one **SOCIAL** or **PSYCHOLOGICAL** need that might be difficult to meet if a person is unemployed. Give a reason for your answer.

(2 marks)

4. Think about your answers to questions 2 and 3. What general statement can be made about meeting needs when a person is unemployed? Give a reason for your answer.

(2 marks)

Read the students' comments below before answering questions 5 and 6.

"The government makes money from the natural resources of Alberta. These resources belong to all of us, so everyone has a right to a share of this government money. We should use some of this money to help people who are unemployed."



KATIE

"People should depend on themselves instead of on the government when they are unemployed. Families should be encouraged to help each other as they do in China. People should also learn to save money for times of trouble instead of spending it all when they get it."



DAVID

"My parents work hard for their money. They would have to pay more taxes if the government gave more money to those who are out of work. Then my parents wouldn't have any money left to buy things for me like the new bike I want."



RAJA

"I would feel afraid if my parents were out of work. I would want to know that we would be looked after so we wouldn't have to move from our neighborhood. I like the friends I have here. I think the government should help unemployed people so their lives don't become horrible."



DENISE

Read all parts of questions 5 and 6 before answering them.

These are some of the values or beliefs that have been expressed by the four students:

- being fair to others
- having a sense of security
- having nice things
- doing things in familiar ways
- having a comfortable life
- relying on oneself
- sharing with others
- saving for the future
- having a sense of belonging
- looking after one's own welfare

5. Choose one of the four students whose opinion is given on page 6.
(3 marks)

Student's name _____

Choose a value from the box above that this student thinks is important.

Value _____

What did the student say to make you think that he or she holds this value?

6. Now choose a student whose opinion on the issue is **OPPOSITE** to that of the student you named above.
(4 marks)

Student's name _____

Choose a value from the box above that this student thinks is important.

Value _____

What did the student say to make you think that he or she holds this value?

“THE GOVERNMENT SHOULD CONTINUE TO HELP UNEMPLOYED PEOPLE MEET THEIR BASIC NEEDS.”

7. Think about whether you agree or disagree with the statement above.
(15 marks)

In two or more paragraphs, state your opinion and give the reasons and arguments that you would use to persuade your classmates to agree with you. Try to be convincing. Pay attention to how you organize and present your ideas. Remember to finish your work with a concluding statement.

Use the lined pages for your revised work.

You may use the space below to plan your ideas.

IDEAS/PLANNING

Begin your revised work here.

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This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

FOR DEPARTMENT USE ONLY

M1

M2

M3

A 32474

MARKER ID #

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1. ACTION/SERVICE	0 1 2
2. PHYSICAL NEED	0 1 2
3. SOC./PSYCH. NEED	0 1 2
4. GENERALIZATION	0 1 2

Teacher: Please write the student's Part A (multiple-choice) answer sheet number in BOTH places provided below.

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Part A (multiple-choice)
answer sheet number

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Part A (multiple-choice)
answer sheet number

STUDENT'S NAME (please print)

SCHOOL NAME (please print)

Teacher: Please write your school code in the space provided below.

SCHOOL CODE

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FRANCOPHONE PROGRAM

☐

FRENCH IMMERSION PROGRAM

☐

STUDENT IDENTIFICATION BOX

D 32474

N.L.C. - B.N.C.



3 3286 08900134 7

B 32474

MARKER ID #

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5. VALUE	0 1
EVIDENCE	0 1 2
6. OPPOSITE OPINION	0 1
VALUE	0 1
EVIDENCE	0 1 2

C 32474

MARKER ID #

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PERSUASIVENESS AND LOGIC	0 1 2 3 4 5
LANGUAGE AND EXPRESSION	0 1 2 3 4 5

E 32474